

HOBBS HILL WOOD PRIMARY SCHOOL

Anti-Bullying Policy

Committee	School Improvement
Author	Hobbs Hill Wood Primary School
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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 as taught at Hobbs Hill Wood Primary School.

Policy contents:

1. What informs our policy
2. Guiding principles for preventing and tackling bullying
3. Aims of the policy
4. What is bullying?
5. The role of governors
6. The role of staff (duties)
7. The role of staff (responses)
8. The curriculum: how we prevent and tackle bullying through our curriculum
9. Supporting pupils
10. Sanctions
11. Involving parents
12. Involving pupils
13. Monitoring the effectiveness of our approach

WHAT INFORMS OUR POLICY

This policy takes due regard of the following documents:

Preventing and Tackling Bullying, DfE 2017

Cyberbullying: Advice for Headteachers and school staff, DfE

Equality Act 2010

Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for School (64/2000), DfE 2000

GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The governors consider that a child should be treated as being bullied simply because s/he perceives that s/he is.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Hobbs Hill Wood Primary School aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

AIMS OF THE POLICY

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when s/he is feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including supporting pupils to manage conflict)
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

WHAT IS BULLYING (including definition, roles, styles, signs and symptoms)

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017, p. 8)

At Hobbs Hill Wood Primary School, we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

Physical	hitting, kicking, taking or hiding belongings
Verbal	name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
Emotional	being intentionally unfriendly, excluding, tormenting looks, spreading rumours.

Cyber email and internet chat room misuse, mobile phone threats by text, calls, social media websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs or disabilities (SEND).
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying) *see Appendix 1*

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ringleader).
- Others joining in and therefore afraid of ringleader (associates).
- The awareness of a silent majority that bullying is taking place but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

Signs and Symptoms

A child may indicate by signs or behaviour that he or s/he is being bullied. Adults should be aware of these possible signs, and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- cries herself/himself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes her/his usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

THE ROLE OF GOVERNORS

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

THE ROLE OF STAFF (duties)

The Head

- The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.
The Head will:
- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly.
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and
- report to the governing body.

The Deputy Head will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents;
- refer and liaise with inter agency working groups if necessary;
- arrange relevant pupil training with the Head, determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.

Assistant Heads will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.

Class Teachers will:

- be responsible for liaising with the Deputy Head/Assistant Heads over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution; and
- teach the anti-bullying programme in PSHE.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the "Incident" form;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

THE ROLE OF STAFF (responses)

Dealing with incidents

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Deputy Head must be informed immediately.
- The teacher will record the details of the incident on the Incident Report Form and inform the relevant senior staff.
- The Incident Report Form will be kept in the Incidents file in the Head/Deputy Head's office.
- All the parties will be interviewed and a record made.
- Staff teaching the bullied pupil and the class teacher will be informed.

- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Head or Deputy Head.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Head.

In any incident of bullying, staff are aware of the following principles:

It is important that children who experience bullying can be heard.

It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.

If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.

It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.

They should be reassured that the adult will try to sort out the problem as calmly as possible.

The most serious incidents are referred to the Head.

Parents would be requested to come and discuss matters.

The incident would be noted down and put into the child's personal file.

Pupils will be told always to report incidents of bullying.

Reporting and Recording

All incidents must be reported and recorded in full and the records kept in the central file.

Reports of bullying will be logged by the class teachers.

The forms are kept in Incidents File. The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified.

THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

The school will raise the awareness of the anti-social nature of bullying through its PS/HE curriculum, school assemblies, the school council, use of registration time and in the curriculum as appropriate.

The Deputy Head is responsible for initiating and developing an anti-bullying programme as part of the PS/HE curriculum.

Class teachers are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

Managing transition:

Transition from Hobbs Hill Wood Primary School takes place after Year 6 SATs. As this can be a stressful time the school makes sure that all those involved know that:

- They should not make comments about school choices or the outcome of SATs.
- There should be no comparison, it is unacceptable.
- Any pupil who makes inappropriate comments will be asked to see the Head with his/her parents.

SUPPORTING PUPILS

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

CONSEQUENCES

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Consequences are determined by the nature of the bullying on a case to case basis.

Consequences might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be discussed and agreed by the Head.

INVOLVING PARENTS

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

INVOLVING PUPILS

Pupils will be involved in the positive strategies through both the school council and class councils. Pupils will have an input into the anti-bullying strategy.

A major part of the strategy will consist of educating pupils in how to cope with bullying.

Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider termly reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

APPENDIX:
CYBER BULLYING

What is it?

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.”

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

- Combating cyber bullying
- Protection from Harassment Act '97
- Malicious Communications 1988
- Telecommunications Act 1984

School Policy on Cyber Bullying

No pupil mobile phones are allowed in the classroom. A scheme operates where children may leave their phone at the front desk during the school day.

However, the school recognises that many pupils have mobile phones outside school and to that end:

- the school arranges for class teachers to talk about safe use of the net and mobile phones.
- the Head and safeguarding staff meet with groups of parents to ensure that they, as well as their children understand how to use technology safely, as well as the risks and consequences of mobile phone use.
- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- victims should keep emails and text as evidence for tracing and possible police action.
- the school has a code of conduct for use of the net and access is screened by a variety of filters which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Hobbs Hill Wood Primary School believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. They use the web in a very different way.

- They upload → we download
- They create → we consume
- They use converged media → we use separate media
- They are truly interactive → we are static

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Useful websites for community use:

- www.childnet.com
- www.digizen.org
- www.thinkuknow.co.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

Pupils are made aware of how to report online concerns. The school has a link to Child Exploitation and Online Protection (CEOP) on the school website enabling pupils to report concerns directly to the National Crime Agency.

Responsibilities

It is the responsibility of all members of staff to ensure that this policy is followed.

Review

This policy will be reviewed by the management team in 2029.